Introduction

Preparing Bilingual Teachers

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As a consequence of the relatively few bilingual educators produced nationally and in California, there have been very few empirical studies that have addressed the preparation of bilingual teachers in the United States (Menken & Atuñez, 2001). In one of the few large scale analyses of the state's licensure data bases, for example, Menken and Atuñez found that only one-sixth of teacher preparation programs nationally provide programs to credential bilingual teachers. And yet researchers and school districts across the nation and the state indicate the importance of the linguistic, cultural, and pedagogic capital that bilingually certified teachers bring to the schools and communities that they serve, regardless of the type of instructional program type (Cantu, 2002; Gándara, Maxwell-Jolly, & Driscoll, 2005).

This special issue of *Issues in Teacher Education*—Preparing Bilingual Teachers—includes both theoretical and empirical contributions focused on the topic of bilingual teacher education, including but not limited to (meta)linguistics, (cross)cultural, pedagogic, sociohistorical

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and sociopolitical issues. As its central purpose, the issue will help fill the relative gap in the knowledge base in preparing this specialized group of educators through expanding the field's understandings of multilingual/multicultural educator preparation representative of some of the diverse language and cultural groups in the state of California. According to the California Commission on Teacher Credentialing (2015), over 800 bilingual authorizations were issued in 15 different languages; 732 (88%) were for the Spanish bilingual authorization. With increased demands for the growing dual language program offerings across the state, coupled with the 35% decrease in the supply of bilingually authorized teachers between 2009-2010, our state and nation is heading once more to a severe shortage of teachers and bilingual teachers in the near future.

Sociopolitically, the English-only drivers and forces that propelled the passage of Proposition 227 in 1998 have been countered in both the amount and quality of research that supports bilingualism and biliteracy, further validating what was known about the benefits of two languages for language minority and language majority students and adults. While early analyses of Proposition 227's impact on English Learners' academic achievement showed "no clear evidence to support an argument of the superiority of one EL instructional approach over another" (Parrish, et al, 2006, p. ix), research in fields such as cognitive psychology and neuroscience show that the benefits of bilingualism expand beyond schooling to influence areas such as the delay of onset of age-related dementia, improving young children's abilities to stay on task, and a variety of cognitive skills inside and outside of school (Bialystok, et al, 2004). This evidence from research has influenced the growth of dual language programs for non-immigrant/non English-learning populations.

Ideologically, the expansion of dual language programs seems to have attenuated some of the "us versus them" and other racially-inspired sentiments that helped defeat Colorado's version of Proposition 227 through the use of anti-immigrant propaganda linked to English-only beliefs (August, Goldenberg, & Rueda, 2011).[1] A recent report by the United States Department of Education (Boyle, et al, 2015) illustrates the subsequent increases in the popularity of two-way immersion programs (for native English and native Spanish-speaking students, as well as other language combinations) across the nation and the resurgence of other types of dual language education programs (e.g., for predominantly native or heritage Spanish speakers). According to this report, 25 states and the District of Columbia currently offer some type of bilingual teacher certification, given the increases in demands for dual language programs.

Our focus in this special issue on Preparing Bilingual Teachers explicitly, strategically, and directly addresses issues of access and re-

sources for bilingual teacher preparation programs that extend beyond the topics of recruitment, training, and retention of bilingual teachers. We constructed this opportunity as one that could also redress and reclaim the promises of bilteracy as an educational civil right (Colón-Muñiz & Lavadenz, 2016) through the collaboration with researchers whose studies center on the substantive issues of the profession. These include complex and challenging issues within bilingual teacher preparation such as critical linguistic, cultural, and class consciousness in classrooms and communities as well as pedagogical decision making that bilingual teachers face in schools today (Freire, Macedo, Koike, & Oliviera, 1998; Valenzuela, 2016). Thus, as we reclaim and channel our historical and contemporary knowledge base, we build toward the formation of bilingual epistemologies in which we can together clarify, communicate, and actualize the potential of our children and youth.

We set the stage for this issue with **Christina Alfaro** and **Lilia Bartolomé**, who call for bilingual educators to factor social class diversity into their view of language variation. If not, social class and language bias will undermine their best efforts with students from the economically poorest populations. Bilingual teacher educators and teacher candidates must resist and interrupt persistent dominant ideologies and practices in their daily work as teachers. We must prepare ideologically clear teachers so they continually develop an elevated critical consciousness of their students' linguistic capital. We must teach low-SES minority students by using "cultural wealth" pedagogical approaches to appropriate new language varieties in an additive and self-empowering fashion. Without the richness of students' vernaculars, these students cannot attain standard academic discourse in both English and Spanish.

Higinio Dominguez and **Maria del Rosario Zavala** in their respective articles turn our attention to understanding bilingualism in mathematical discussions and the social roles of language in mathematics discussions respectively. Dominguez argues that the teaching and research communities in mathematics education agree that mathematical discussions pose challenges in elementary classrooms, especially deficit views on non-dominant students that shift classroom into teacher-centered contexts. Dominguez, however, proposes that the quiet and orderly classroom in which the teacher's voice controls what students listen to is not a desirable environment for learning mathematics. Drawing from his research situating students' bilingualism in and out of school, he forges a foundation for discussion-oriented mathematical practices where students construct viable arguments and critique the reasoning of others. He searches for an answer to his question about what we can all learn from mathematical discussions when bilingual students lead them. He

then analyzes these mathematical discussions at the student-to-student level and draws out the implications for Spanish-English bilingual and English monolingual instruction in mathematics. His findings suggest that how students talk as they solve mathematical problems is situated within two kinds of experiences–familiar and unfamiliar–and within two languages (Spanish and English).

Zavala, on the other hand, turns our attention to how bilingual pre-service teachers grapple with the academic and social role of language in mathematics discussions. Changing the language of instruction to Spanish may not be enough to disrupt entrenched patterns of participation in mathematics leading to continued marginalization of Latino students. Zavala reports on what bilingual pre-service teachers learned through a mathematics methods class taught in a fifth grade urban bilingual immersion elementary school. Zavala's research analyzes the experiences of these teachers as they learn to lead mathematical discussion in Spanish while attending to power dynamics among their students. Even though they become more comfortable with academic vocabulary in mathematics and with using techniques to involve students in discussions, they struggle with positioning Latino bilingual students as important mathematical thinkers in a classroom where English-dominant students participate the most in these discussions. Zavala proceeds to share her findings on supporting bilingual teachers to develop academic Spanish for mathematics while also managing power issues related to language, race, and mathematical competence. Her findings suggest that bilingual pre-service teachers of mathematics developed their competencies regarding the role of language and its social role in mathematics discussion through a live-coached field experience. Here they planned, enacted, and reflected on leading mathematic discussion in Spanish. Zavala makes a strong case that when mathematics teachers develop understandings of how their students' linguistic, racial, and gendered identities impact their participation, they can more carefully tailor their instruction.

Ana Hernández calls for reflective and transformative practices in the preparation of bilingual teachers. She presents a theoretical approach that considers teachers as reflective cross-cultural practitioners who see themselves as center stage, transforming change and advocacy for bilingualism, biliteracy, and biculturalism. Not only does she call for cross-cultural proficiency, but the building of a community of practice to resist and interrupt the sociopolitical context of the dominant society and to advance the goals of dual language education. Most bilingual candidates enter the teaching profession with a limited understanding of their cultural self, selfhood and identity. Understanding how bilingual education teacher candidates interpret their cultural identity plays an

essential role in how they perceive themselves as educators. Lacking experiences of learning in bilingual settings themselves, bilingual teacher candidates need exposure to bilingual contexts before they engage in their clinical practice placements. Though cultural identity is crucial to the ideological consciousness of bilingual teachers, it is absolutely essential that cross-cultural competence be integrated throughout the bilingual teacher preparation curriculum. All of this sets the stage for developing domain specific competencies to be able to teach and learn in cross-cultural settings. They also must understand how cross-cultural competence will manifest itself within bilingual classroom routines, activities, and peer interactions. This is especially crucial in dual language programs where dominant English language students and dominant Spanish language students may face strained relationships around the axis of social class status and linguistic empowerment. Without attending to all of this, social equity in the classroom may be unattainable.

The team of **Carola Oliva-Olson**, **Maria Estrada**, and **Kelly Elyburn** call our attention to the early care and educational workforce for teaching young dual language learners, specifically the lack of teacher preparation and supporting qualifications for the education of dual language students in early childhood. In California, for example, dual language learners make up 48% of children served through Early Childhood Education. Almost half, 49%, of the population of children in the U.S. under five years of age is comprised of children who live in homes where English is not the primary language. Still, California lacks a framework for intentional integration and implementation of existing tools for dual language learners outside of "overview" training. The authors call for a more comprehensive model of Early Childhood Education teacher training that includes major research finding on key elements of instruction to dual language learners.

Alma Flor Ada and **F. Isabel Campoy** focus on critical creative literacy for 21st century bilingual teachers. For these authors true reading is more than understanding what a text says. True reading incorporates the reader's emotional reactions to the words, the consideration of what has been said, the reader's previous knowledge and experiences, and the critical implications of the text. This may sound daunting to the student; but when they appreciate the true meaning of reading they are far more motivated to be engaged in it. The authors affirm five conditions that are essential to have students enjoy reading, including being read to, and in understanding themselves and others through reading: materials that awaken the students' desire to read; strengthening the students' oral language throughout the years; instilling in the students the confidence to learn; seeing reading as relevant in their lives; and, the participation

and development of parents as authors. The authors make a strong plea for the development of the students' native tongue as laying the foundation of acquiring and perfecting the second language.

Lastly, **Sonia Nieto** focuses on what all educators can learn from bilingual and ESL teachers. She reminds us that many emergent bilingual students, although not all, are immigrants or refugees or their offspring. While some are in bilingual education programs, some receive no special language assistance at all. She calls for non-specialist educators to view and appreciate the resources that bilingual and ESL teachers bring to the profession at-large. Most notably, mainstream teachers know little about their students' trajectory as second language learners, mainly as a result of misinformed legislation wanting a quick fix transition into all English instruction. Yet bilingual and ESL teachers can serve as immediate resources, not only in their knowledge about the use of the primary language to transition into English and their experience in being culturally responsive to their students, but they also serve as live models of success through these program as they are often immigrant or second language learners themselves. Nieto finally calls for the preparation of future teachers that include collaboration between ESL/Bilingual education teachers and all mainstream teachers. Too often ESL/Bilingual education teachers have been isolated so much that mainstream teachers are denied a rich resource that is within easy reach.

It has been a distinct honor to have worked with each of our contributors; we have gained so much……

Note

[1] The English Language proposition in Colorado, Initiative 31 (2002), was defeated. However, many attribute its defeat to the "No on 31"'s highly inflammatory campaign advertisements, which fueled anti-immigrant sentiments by warning that immigrant children would be placed in mainstream classrooms (Huber, 2002).

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